School Year: **2022-23**
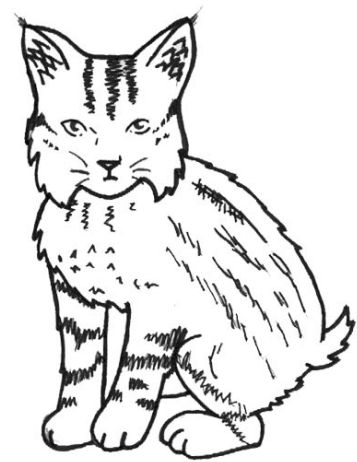

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Banyan Elementary School	56 73759 6055867	August 31, 2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

n/a

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (or SPSA) is a plan of action to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal ESSA act require that each school consolidate all school plans for program funded through the ConAPP and ESSA improvement into a comprehensive plan.. Furthermore, the local board of

education has asked the our school plans show a comprehensive vision of student development regardless of funding source or type. Our goal is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

EC Section 64001 requires the development of the SPSA to include the following:
- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- May include local data
- An identification of the process for evaluating and monitoring the implementation of the SPSA and progress
towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

Banyan Elementary School is entering its 55th year as a choice destination for elementary education in Newbury Park, CA. We pride ourselves on being a community based school that has wonderful parent and local business support. The Banyan staff is committed to helping each child reach their potential. Our goals align with district LCAP goals and the spirit of the Every Student Succeeds Act. We believe that all students are capable of personal growth as evidenced by their academic success. Students strive to grow in academics, citizenship, technology, and the arts. We make student centered decisions that empower each learner to be successful. Together we work to empower students to be Bobcats who ROAR (are Respectful, have Outstanding attitudes, are Always safe, and Responsible). We also recognize the importance of developing the social and emotional skills of all students and creating an environment where all students belong. We pride ourselves in being a successful neighborhood school with solid parent support and local community involvement.

Banyan Elementary School is nestled in a charming residential neighborhood, with stunning views of Mt. Boney and in close proximity to national park lands. The school is the center of this neighborhood and a focus of the people who live here. children at Banyan receive a rich academic and social education delivered by highly skilled teachers and staff who are greatly supported by administration, parents, and community members. One only needs to look at the front of our school, for a shining example of what makes Banyan great-- our front landscaping that is a native California

garden completely paid for, planted, and maintained by Banyan alumna and their parents. Banyan students are building strong academic skills and are developing relationships in a culturally, linguistically, and socioeconomically diverse environment. The school is home to about 400 kindergarten-5th grade students, 20 general education teachers, 1 special education teacher, and a team of classified staff members and specialists. Our faculty and staff work together to make sure every student can achieve.

In addition to meeting district and state standards, Banyan's academic programs are enriched by the joint efforts of our School Site Council, ELAC, and PTA. Our School Site Council oversees budgets and works in tandem with the principal and PTA to provide support to our faculty, staff, and students. Through the site budget, and supplemented by PTA funds, specialists are hired to support our intervention, PE, STEM, and art programs. Our PAWS (Practice & Achieve with Support) Intervention program is designed to target the academic need of all levels of learners. We also have a school wide focus to use UDL practices to remove barriers for all learners. In order to enrich our academic programs, Banyan continues to be progressive in the area of technology. We created and maintain a state of the art STEM lab, called Seelig Space (after a beloved senior volunteer). We have a variety of technologies and platforms available to expose children to tools that make learning more relevant to them. All classrooms are one-to-one having a Chromebook available for all learners. We also maintain a myriad of web based software programs to assist in both intervention and enrichment both at school and at home.

Banyan Elementary is a family to all of those fortunate enough to work or learn here. Our PTA works diligently to ensure that our students are provided with outstanding programs that enrich education. They hold two fundraisers throughout the year to fund our art, music, and physical education programs. In addition, PTA provides an assortment of professionally presented enrichment assemblies for our children. Additionally they fund programs such as family art and science nights that compliment the curriculum at school. We make community outreach a priority. The principal sends an email home every Sunday informing parents of all events and happenings at the school. We also have a monthly newsletter, Cat Tales, that has a more extensive look at what is happening. PTA sends text messages using remind, and e-mail blasts as well. Finally, the principal is an avid poster-- making sure all of the amazing things that our students do are available for parents to view online. All teachers maintain a seesaw or canvas site so that parents are informed about what is going on in the classroom. Parents are encouraged to be as involved in school as their schedule allows-- with opportunities to serve on committees, represent us at district DAC committees, volunteering in their child's class, or donating items for special events. We maintain two alternative recess environments that help provide options for students which assists us on meeting diverse social emotional needs; the aforementioned maker space and our critically acclaimed Club 8 art room. Take 12 provides a safe and relaxing environment for students to destress or enjoy a different indoor activities. We alternate different activities in there such as art projects, puzzles, board games, and other special projects.. Our bilingual facilitator and paraprofessional run this space, helping our bilingual newcomers find a safe space to practice their newly developed English skills. We also have a makers space that allow students to explore their STEM skills.

We are incredibly proud of our school and invite you to see the magic first hand by visiting, volunteering, or following us on social media!

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (1483), 7-8 (1721), and 10-11 (1199); certificated (331) and classified staff (170); as well as parents (2439) participated in the survey.
86% of parents saying their children enjoy coming to school
91% of parents report that the school creates a positive environment for learning
86% of parents report indicating that they are informed of their students' academic progress.
87% of parents report feeling comfortable on campus and participating in school events
83% of parents report that students' differences were treated with respect.
96% of elementary students feel their teachers care about them
89% of elementary students said they knew who to go to at school if they have a problem
59% of middle school students and 68% of high school students feel comfortable going to their counselor
88% of middle school students and 87% of high school students report that a counselor is available when needed.
93% of certificated staff know what to look for in students experiencing depression.
92% of certificated staff feel confident that they can meet their students' learning needs.
87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.
79% of certificated staff feel students are engaged and motivated

The Comprehensive Needs Assessment and SPSA goals are developed with the goal of improving student outcomes, including addressing the needs of student groups. These goals are aligned to the District LCAP and are consistent with the 8 state priorities. Several meetings were held where parents were offered the opportunity to come share their ideas for school improvement and brainstorm ideas for this plan.

Teachers at Banyan are surveyed on a monthly basis to create and improve programs through feedback forms. Parent feedback is collected via School Site Council.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on

hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

The Banyan principal makes a point of visiting each room at least twice per week-- sometimes for short pop-ins and sometimes for longer periods of time.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, and School Site Council to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2022-23 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded use of ESGI to include all teachers in grades TK-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to align with the essential standards and curricula for each subject.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of teachers are credentialed and properly assigned.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to "ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes." Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

CVUSD Elementary Teachers attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, and updated assessments and record keeping. Teachers in TK-2 were also offered refresher training on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student's current progress toward standards.

From August 14-18, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-22 school year on-going professional learning was provided by district office staff, including the district's Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, "virtual office hours", opportunities for teachers to schedule appointments, and larger group training on specific topics.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

Banyan is going to focus on improving alignment of the math standards and using the impact training method to make sure we are focusing on standard based instruction and UDL strategies to make sure students are demonstrating grade level competencies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 School Year, All TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

CVUSD TK-5 Teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring students progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

MTSS:
Tier 1 Intervention: Within the classroom setting, teachers are differentiating instruction by incorporating small group instruction based upon the skill level of their students. Good first teaching is enriched with cooperative learning groups and activity centers, as well as an intentional focus on the use of all three modalities of learning
(audio, visual, kinesthetic) to meet the diverse needs of students within the classroom setting. This model helps teachers to provide academic support for all levels of learners within the classroom.
Tier 2 Intervention: We have 3 intervention specialists who support students who are showing a delay in skills. We are currently using Smarty Ants (1-2) and Imagine Learning (3-5) for ELD students. Targeted reading intervention is being provided via Lexia. Finally, math intervention will be offered using Do The Math.
Tier 3 Intervention: These students are receiving intensive intervention in a small group setting taught by a credentialed teacher.

Behavior Intervention:
The CHAMPS program is implemented in every classroom and throughout the school.
The school PBIS, ROAR is in place in all classrooms and common spaces. This program includes expectations for different locations on campus, rewards for students meeting or exceeding behavior exceptions, anchor words, and a plan for students not following behavior expectations. There is also a leadership developed teacher guide available in both print and on our internal Google Drive.

With all of our interventions, parents are kept informed of their child's progress. Communication is essential for a school to home/home to school partnership.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity. CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

At the elementary level, teachers implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading, IXL and Math IXL. Elementary Academic Specialists support and provide small group instruction for students needing support in identified areas.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff to receive targeted support in essential ELA and Math skills.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's,, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

Teachers have engaged in training on best practices for student achievement. We have been studying Impact teams and work as grade level teams to improve our practice. Due to ESSR funds, we are able to provide increased paraprofessional support which will help mitigate increased class sizes

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Banyan has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of X Site's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. X Site's parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical Funds in CVUSD:
EIA funds are used to provide additional support and technology in the classroom.
EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.
LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.
See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of EIA, All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Many stakeholders were involved in generating goals and working towards overall school improvement memorialized in this document. Work on this document began in winter of the 2021-2022 year. We engaged all stakeholders in our April/May SSC and ELAC meetings in goal writing. Staff was engaged during our April and May staff meetings. Grade levels were put in breakout rooms to look at data and write goals appropriate for their level.   Mrs. Kennedy conducted some electronic conversations with the team to streamline goals and budget areas for the final school site council meeting where we will review and approve this document. Additionally, teachers provide bi-monthly feedback on the goals through a "Team Time" written document that is turned into the

principal with feedback on goals, classroom needs, and other school initiatives. This is a living document and can continue to be edited so that we are best meeting the needs of our learners throughout the academic year.

School Site Council will continue to meet on a monthly basis during which we continue to reference this document and monitor progress towards our goals. This year the school site council meets on the last Wednesday of every month . Meetings are open to the public.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	71	66	74
Grade 1	73	72	68
Grade 2	85	71	63
Grade3	78	85	69
Grade 4	72	73	61
Grade 5	80	74	81
Total Enrollment	459	441	416

Conclusions based on this data:

1. Banyan is experiencing declining enrollment. It did take longer to impact us than at other schools, but we are now seeing the impact. However, we do anticipate that enrollment will be similar in 2022/23 as it was in 21/22.

2. Hispanic students are by far our largest minority enrolled; with non-statistically significant representation in other subgroups.

3. Banyan is the largest non-magnet comprehensive K-5 school in this cluster and is in the largest 1/4 district wide.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	70	59	53	15.3%	13.4%	13.1%
Fluent English Proficient (FEP)	20	25	17	4.4%	5.7%	4.2%
Reclassified Fluent English Proficient (RFEP)	7	8	1	7.6%	11.4%	1.7%

Conclusions based on this data:

1. Members of our ELAC committee looked at this data and would like to see more students reclassify to Fluent English Proficient. The committee made this our number one priority for this school year. The decrease is a direct impact of not having taken the ELPAC exam in 2020 and not a commentary on instruction.

2. We added research based intervention in reading and writing that should assist students in their performance on the ELPAC exam.

3. We continue to work on outreach to our English Learner Families that have the added disadvantage of being bused to our school so that they are not walking-distance making parent participation more difficult for some families.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			69			67			67			97
Grade 4			61			58			58			98
Grade 5			81			79			79			98
All			211			204			204			97

Overall Participation for All Students

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2480.			47.76			26.87			14.93			10.45
Grade 4			2497.			43.10			27.59			15.52			13.79
Grade 5			2559.			50.63			22.78			18.99			7.59
All Grades	N/A	N/A	N/A			47.55			25.49			16.67			10.29

Overall Achievement for All Students

Conclusions based on this data:

1. Compared to 2018-2019 3rd and 5th grade improved significantly. 4th grade stayed statistically similar.

2. Overall, however, there is no indication that students at Banyan (as a whole) experienced academic learning loss as a result of the COVID 19 crisis. We equate that to uninterrupted instruction daily even if instructional minutes were shortened. We also focused very clearly on essential standards which seemed to be effective in making sure students master material.

3. We anticipate continued growth with our significant sub-population and brought in research based interventions that should assist with students still not meeting benchmarks in these areas, We believe that some of this growth is indicative of the hard work we have done with intervention over the last few years.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			69			69			69			100
Grade 4			61			59			59			97
Grade 5			81			79			79			98
All			211			207			207			98

Overall Participation for All Students

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2470.			34.78			37.68			15.94			11.59
Grade 4			2516.			40.68			25.42			23.73			10.17
Grade 5			2537.			35.44			26.58			16.46			21.52
All Grades	N/A	N/A	N/A			36.71			29.95			18.36			14.98

Overall Achievement for All Students

Conclusions based on this data:

1. 3rd and 5th grade made growth in math compared to 2018 scores.

2. We have goals to work on math intervention because of the high number of 5th graders who scored in the standards not met area.

3. The school community is engaging in UDL practices to break down barriers for students in math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1420.8	1420.0	*	1431.3	1429.8	*	1396.0	1396.7	*	12	11	7
1	1487.8	*	1450.8	1481.4	*	1467.8	1493.8	*	1433.3	16	10	11
2	1481.9	1474.3	*	1483.8	1467.6	*	1479.5	1480.6	*	13	16	9
3	*	1456.8	*	*	1450.3	*	*	1462.8	*	*	12	10
4	1497.9	*	1524.5	1488.3	*	1535.0	1506.9	*	1513.5	16	7	11
5	1516.9	1515.9	*	1503.8	1523.8	*	1529.8	1507.5	*	16	16	4
All Grades										82	72	52

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	18.18	*	*	18.18	*	*	54.55	*	*	9.09	*	12	11	*
1	*	*	18.18	*	*	27.27	*	*	27.27		*	27.27	16	*	11
2	*	12.50	*	*	56.25	*	*	18.75	*	*	12.50	*	13	16	*
3		0.00	*	*	50.00	*	*	25.00	*	*	25.00	*	*	12	*
4	*	*	36.36	*	*	27.27	*	*	36.36	*	*	0.00	16	*	11
5	*	18.75	*	*	50.00	*	*	25.00	*	*	6.25	*	16	16	*
All Grades	35.37	11.11	23.08	39.02	50.00	38.46	17.07	26.39	23.08	*	12.50	15.38	82	72	52

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	18.18	*	*	27.27	*	*	45.45	*	*	9.09	*	12	11	*
1	75.00	*	18.18	*	*	36.36		*	18.18	*	*	27.27	16	*	11
2	84.62	25.00	*		50.00	*	*	12.50	*	*	12.50	*	13	16	*
3	*	33.33	*	*	41.67	*	*	0.00	*		25.00	*	*	12	*
4	*	*	63.64	*	*	27.27	*	*	9.09	*	*	0.00	16	*	11
5	*	56.25	*	*	25.00	*	*	6.25	*	*	12.50	*	16	16	*
All Grades	57.32	27.78	42.31	26.83	41.67	34.62	*	18.06	13.46	*	12.50	9.62	82	72	52

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	*	45.45	*	*	45.45	*	*	9.09	*	12	11	*
1	*	*	9.09	*	*	36.36	*	*	18.18	*	*	36.36	16	*	11
2	*	18.75	*	*	43.75	*	*	18.75	*	*	18.75	*	13	16	*
3		0.00	*	*	33.33	*	*	33.33	*	*	33.33	*	*	12	*
4		*	9.09	*	*	27.27	*	*	45.45	*	*	18.18	16	*	11
5	*	6.25	*	*	18.75	*	*	62.50	*	*	12.50	*	16	16	*
All Grades	29.27	8.33	7.69	29.27	34.72	30.77	28.05	37.50	34.62	13.41	19.44	26.92	82	72	52

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listing Domain												
Listening Domain **Percentage of Students by Domain Performance Level for All Students**												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	27.27	*	*	72.73	*	*	0.00	*	12	11	*
1	75.00	*	27.27	*	*	54.55	*	*	18.18	16	*	11
2	*	50.00	*	*	37.50	*		12.50	*	13	16	*
3	*	0.00	*	*	66.67	*	*	33.33	*	*	12	*
4	*	*	45.45	*	*	54.55	*	*	0.00	16	*	11
5	*	12.50	*	*	75.00	*	*	12.50	*	16	16	*
All Grades	46.34	22.22	36.54	41.46	65.28	53.85	*	12.50	9.62	82	72	52

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain												
Speaking Domain **Percentage of Students by Domain Performance Level for All Students**												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	9.09	*	*	81.82	*	*	9.09	*	12	11	*
1	*	*	27.27	*	*	54.55	*	*	18.18	16	*	11
2	84.62	6.25	*	*	81.25	*	*	12.50	*	13	16	*
3	*	50.00	*	*	33.33	*		16.67	*	*	12	*
4	68.75	*	72.73	*	*	27.27	*	*	0.00	16	*	11
5	81.25	68.75	*	*	12.50	*	*	18.75	*	16	16	*
All Grades	64.63	31.94	44.23	24.39	52.78	48.08	*	15.28	7.69	82	72	52

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		0.00	*	*	100.00	*	*	0.00	*	12	11	*
1	*	*	9.09	*	*	45.45	*	*	45.45	16	*	11
2	*	6.25	*	*	75.00	*	*	18.75	*	13	16	*
3		8.33	*	*	50.00	*	*	41.67	*	*	12	*
4	*	*	9.09	68.75	*	72.73	*	*	18.18	16	*	11
5	*	0.00	*	*	75.00	*	*	25.00	*	16	16	*
All Grades	21.95	9.72	15.38	57.32	68.06	55.77	20.73	22.22	28.85	82	72	52

Reading Domain
Percentage of Students by Domain Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	45.45	*	*	36.36	*	*	18.18	*	12	11	*
1	*	*	0.00	*	*	72.73	*	*	27.27	16	*	11
2	*	18.75	*	*	68.75	*	*	12.50	*	13	16	*
3	*	16.67	*	*	58.33	*	*	25.00	*	*	12	*
4	*	*	9.09	81.25	*	81.82		*	9.09	16	*	11
5	*	12.50	*	*	81.25	*	*	6.25	*	16	16	*
All Grades	35.37	22.22	3.85	54.88	65.28	71.15	*	12.50	25.00	82	72	52

Writing Domain
Percentage of Students by Domain Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our scores stayed about the same in year over year comparisons.

2. The majority of our students are somewhat or moderately developed in most areas-- we worked on creating systematic intervention to get these students to the next level.

3. We need to look at interim assessments to help us determine if students are making growth that will improve their overall impact on the ELPAC.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
404	**23.0**	**13.1**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	53	13.1
Foster Youth	2	0.5
Homeless	2	0.5
Socioeconomically Disadvantaged	93	23.0
Students with Disabilities	31	7.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian or Alaska Native		
Asian	9	2.2
Filipino	5	1.2
Hispanic	106	26.2
Two or More Races	24	5.9
Native Hawaiian or Pacific Islander	1	0.2
White	258	63.9

Conclusions based on this data:

1. Banyan has seen an increase in students who are from a socioeconomically disadvantaged household, which impacts both social emotional and academic growth. We have identified social emotional learning as a major goal for this year to help even the playing field for this population.

2. We continue to work on our LRE numbers and UDL practices to make school more inclusive for all learners so that, ideally, learners can participate to the best of their ability in the general education setting for the majority of their day.

3. We continue to work on celebrating cultural diversity to make sure all learners feel welcome and part of the Banyan Family.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
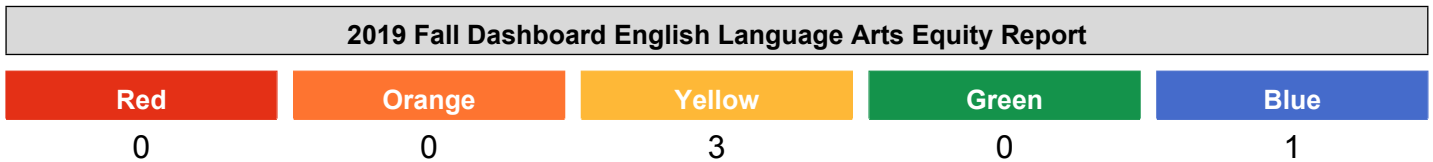
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2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1. We are incredibly proud of the blue measure in ELA!

2. The biggest issue in our CAASP data continues to be the achievement gap between our significant subgroups (Hispanic, ELD, SWD, and socioeconomically disadvantaged).

3. We have created school wide goals in math and social emotional learning that should help improve our greens to blues.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Yellow	No Performance Color
39.6 points above standard	49.3 points below standard	0 Students
Increased Significantly ++24.3 points	Increased Significantly ++27.5 points	
221	43	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	27.2 points below standard	31.5 points below standard
	Increased Significantly ++32.8 points	Increased Significantly ++54.5 points
1	62	20

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	1	3	1

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Blue
17.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	63.5 points above standard
Increased Significantly ++29.5 points			Increased ++11.2 points
72	10		133

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
78.1 points below standard	25.1 points above standard	60.1 points above standard
Increased Significantly ++38.5 points	Increased Significantly ++26.5 points	Increased Significantly ++17 points
31	12	170

Conclusions based on this data:

1. We are very proud that most of our subgroups continue to increase significantly.

2. We continue to address the achievement gap-- which is very large at Banyan (70 points!). Our School Site Council is always looking at ways to improve the learning for all students without stunting the growth of the general population.

3. We are pleased that our ELD students and SWD improved by 38.5 and 54.5 points inclusively.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
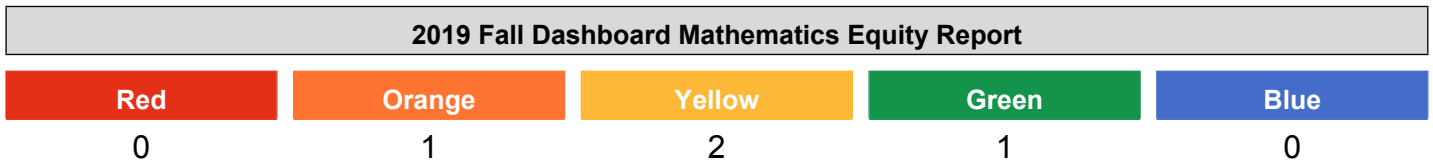
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	
4.1 points above standard	66.1 points below standard	
Increased ++4.7 points	Maintained ++1.3 points	
221	43	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	48.3 points below standard	65.1 points below standard
	Increased Significantly ++16.3 points	Increased Significantly ++20.8 points
1	62	20

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	1	3	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		Green
42.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy		24.5 points above standard
Increased ++6.9 points			Declined -3.5 points
72	10		133

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.9 points below standard	10.3 points above standard	20.3 points above standard
Increased ++6.8 points	Increased ++10.8 points	Maintained ++2 points
31	12	170

Conclusions based on this data:

1. Math scores are less encouraging overall than ELA scores.

2. Our ELD students seem to struggle in math. We have a district wide effort to address academic language in math that will hopefully positively impact these scores.

3. School Site Council continues to look for math interventions but has struggled to find good ones.

School and Student Performance Data

Academic Performance
## English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
32.1 making progress towards English language proficiency
Number of EL Students: 56
Performance Level: VeryLow
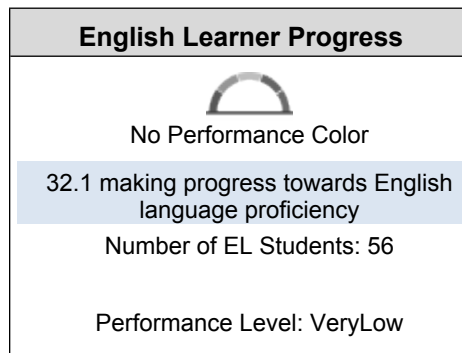
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32.1	35.7	3.5	28.5

Conclusions based on this data:

1. This data did not seem commiserate with data presented earlier. SSC is concerned about the "Very Low" matrix and would like to explore how to improve in this area.

2. ELAC wants to focus on the reclassification of more students.

3. We are hopeful that more direct intervention will make an impact on these scores.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
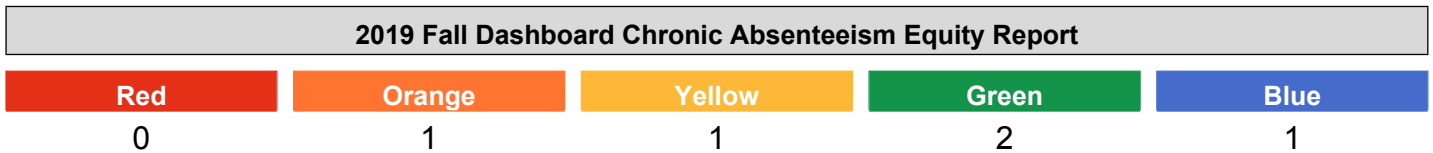
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	2	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
3.4	9.6	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2	Maintained -0.1	0
466	73	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	8.1	5.8
5	Declined -1.1	Declined -7.6
	124	52

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	2	8	4

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
9.6	0	Less than 11 Students - Data Not Displayed for Privacy	1
Increased +1.5	Maintained 0	0	Declined -0.5
136	25		289

Conclusions based on this data:

1. We found it interesting that our significant subgroups attendance is also lower. We did not predict this before looking at the data.

2. The office has committed to sending all of the attendance letters at regular intervals and hope that this will improve attendance.

3. We will explore the idea of positive reinforcement for attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Highest Performance

Red   Orange   Yellow   Green   Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	
0.6	2.7	
Maintained +0.2	Increased +0.5	
470	75	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	1.6	3.8
7	Maintained +0.2	Declined -0.6
	126	52
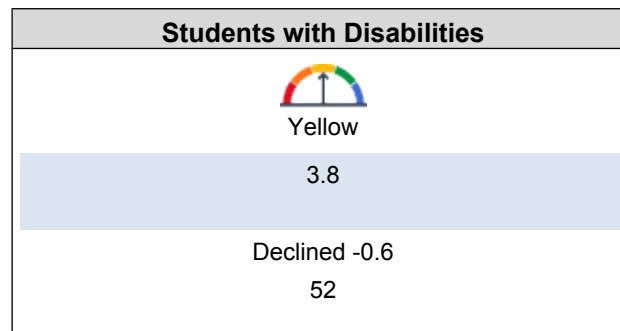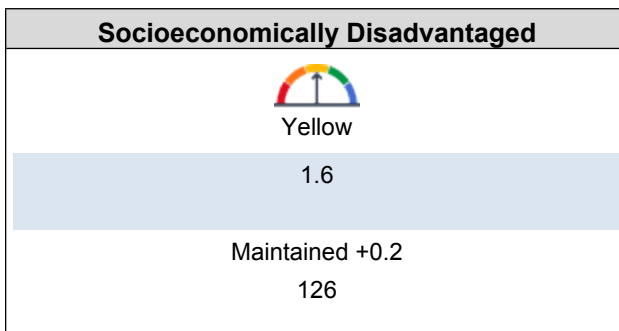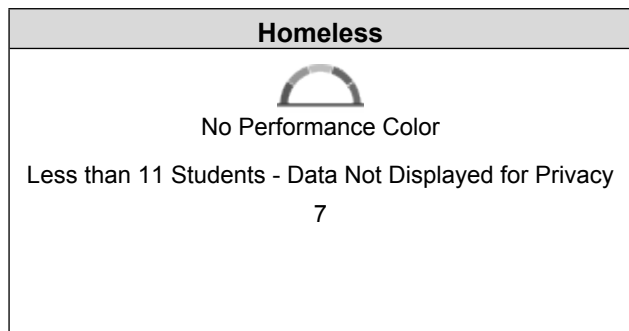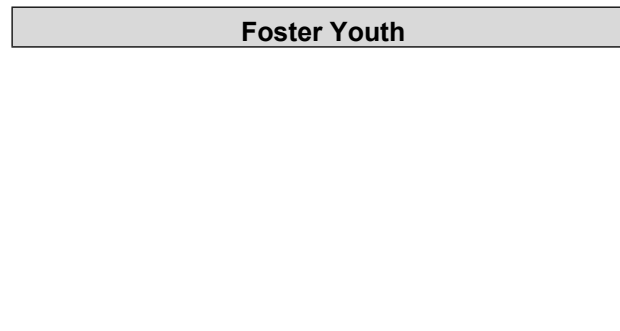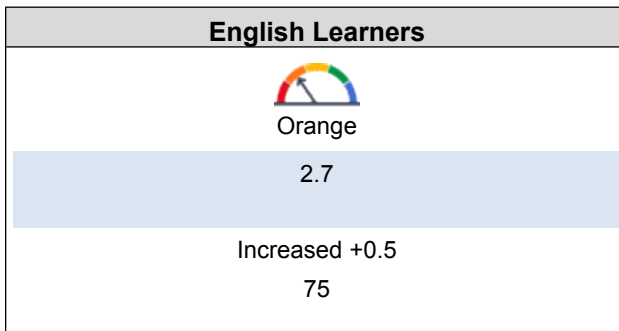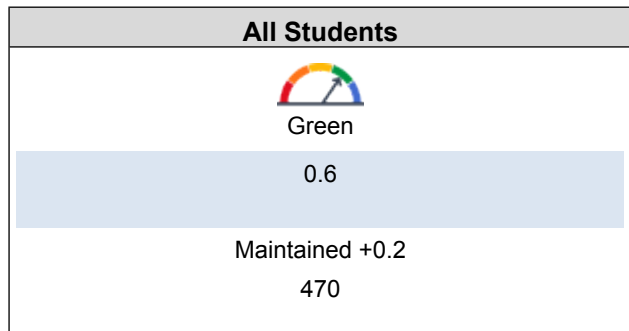
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not	Less than 11 Students - Data Not	Less than 11 Students - Data Not	Less than 11 Students - Data Not
2	2	9	4

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		Blue
1.4	4		0
Maintained +0.2	Increased +4		Maintained 0
139	25		289

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0.6

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes---------

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes---------

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Goal 1

By June 2023 all students, including English Learners and Students with disabilities, will improve their ability to comprehend and solve one and two step word problems as evidenced by data collected in benchmark exams, IXL, and local and state assessments.
- Tk-K 90% or more students scoring proficient (3) in counting, number sense, fluency, and place value standards
- 1st and 2nd Graders- 85% of students scoring proficient (3) at the end of year report card in their word problem standard
- 3-5th graders 80 % will show a grade level score in the arena in algebraic thinking (300-400 for 3rd grade, 400-500 for 4th grade, and 500-600 for 5th grade) and/or make significant growth in this area. They will also show that they met or exceeded applicable standards on their benchmark exams at the end of each trimester.

Identified Need

All of our data indicates that students at Banyan perform better in language arts than in math. This is true with our student groups (ELD and SED) and seems to have a bigger impact with these students. We need to shift our school wide focus so that students have an equal opportunity to achieve in all subjects. In fact, our ELD students seem to be preforming better in language arts than in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmark Exams/ previous state data	Our current data does not indicate a huge impact of learning loss in math for our school (when comparing year over year trimester data) However we specifically worked on writing specific smart goals for each grade level range to continue our good growth in this area and to improve the achievement gap. 87% of current 4th Graders and 78% of current 5th graders are meeting this goal.	see above for specific measurable goals.
Report cards	Baseline-	see above for specific measurable goals

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Imagine Learning Math intervention for EL students. This intervention was put in place to support our EL students to achieve to their true potential in mathematics instruction. This intervention will take place before school	August -June	Intervention teacher Classroom teachers Principal Pull out 1-5 times weekly for 3-5th grade ELD Students. Will be required to work independently	Salary -- intervention specialist/ para	2000-2999: Classified Personnel Salaries	0860	2,520

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		during PAWS time on other days				
Purchase instructional materials to support intervention programs in the area of math Instructional Materials to support Intervention: Purchase math manipulatives, calculators or other supplies teachers need to provide UDL strategies in math for struggling learners.	July. 2022-January 2023	Intervention Teachers Principal	Instructional Materials to support intervention	4000-4999: Books And Supplies	ESSER III - Learning Loss	750.00
Track data of students struggling with math concepts and all ELD and SWD	Sept. 2022-May 2023	Intervention Lead Specialist Principal Teachers	Hours for intervention teacher- combined with goal 5	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	1,352.32
Using data, teachers and administrator will identify students needing intervention. Principal and grade level teams will go through EAA protocols to determine what interventions need to be in place and what students would benefit from said interventions.	Starting in October 2021	Grade Level Teams Intervention Teacher	Skill cluster groups will be developed to provide targeted intervention. Develop growth targets for ELA intervention and evaluate student progress every 6-8 weeks. Rotate students as needed..	None Specified	None Specified	
Principal will monitor use of teaching strategies to improve mathematical concepts and fluency through observations. Strategies will be shared at staff meetings.	August 2021-June 2022	Principal	Principal classroom visitations and observations	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reinforce and review Academic Language Strategies with all teachers at all grade levels. Spend time identifying students who are impacted by learning loss and develop action plans for these students.	Aug. 2021-June 2022	Principal ELD Coordinator	We will take time at staff meetings to review academic language acquisition for our EL learners.	None Specified	None Specified	
Math Conference	November 2022	Teacher	Send some teachers to math conference to learn new strategies	None Specified	4EEF	500
					ESSER III - Other Allowable Uses	1000
Math Seeds- purchase of math curriculum to support math standards in primary grades	2021-22	Various Teachers	Computer program (annual) This program serves students in grades k-2 and reinforces math skills taught as well as helps students practice fact fluency.	4000-4999: Books And Supplies	ESSER III - Learning Loss	1,485.22
Use of Do the Math- purchased math intervention program	2021-22	Various teachers, Principal	Learn how to best utilize this program purchase at the end of the year last year to utilize this year to address this goal			
			Pay academic specialist	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	2,977.78
Refill math supplies (graph paper, white board markers) and science consumables	2021-2022	Teachers	Money allocated for consumable math and science supplies	4000-4999: Books And Supplies	0080	640.00
Teacher release for assessment/ data review	2021-2022	Teachers	Primary teacher release for individual assessments - split with goal 4.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	2797.10

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Banyan continues to outperform district and county averages on assessments but the learning gap is significant

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

COVID restrictions which caused staffing shortages made some of our goals unattainable during the last few years. We are looking forward to getting back on track with our learning goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We now live in a world that needs to move from remote to in-person seamlessly. Therefore, we have not only addressed issues in our metrics for measurement of achievement, but also in the way that we deliver content to make sure that students can access what they need from where ever they are.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Learning

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

Goal 2

By June of 2022, Banyan will continue its big goal of creating a safe community for all students. We will encourage positive behavior through our revamped PBIS, ROAR. We will offer students safe spaces like our "Take 12" alternative recess space and engage in restorative practices. We will continue to improve communication with parents so that everyone feels active and engaged in our community.

Identified Need

COVID has intensified the need to have a comprehensive social emotional program and to create a school culture where everyone belongs and expectations are clear. We know that we take the time to meet students social emotional needs and keep parents informed, we will better meet our academic goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Q behavior Detail	There is no baseline to dealing with students who have been living in a pandemic world. We know that previous to 2020, we found that having clear expectations led to a 25% reduction in	- We will have a decrease of 5% in repeat offenders. - Campus will feel calmer overall - Students who follow the rules will feel valued.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	repeat behavior incidents from the same student.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Upkeep Take 12 to continue to make it relevant. We mostly use "found" supplies and activities but we may occasionally need to purchase items for this space and pay for staffing.	August- June	Principal, ELD staff, teachers	materials for space	4000-4999: Books And Supplies	0010	500
Updated ROAR Materials made and copied	August 2022	Principal, Lead Teachers	New Roar posters and materials	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	250.00
Purchase of recess equipment to keep students busy and happy at recess.	August-November 2022	Principal	All equipment was purchased by PTA, private parent donation, and through the money earned in the Oaks Mall school cents program (mall gift cards spent at Dicks Sporting Goods)	4000-4999: Books And Supplies	Donations	
ROAR posters, safety posters and signs, Signs are posted in all classrooms, in common areas etc	August	Teachers Specialists Instructional Aides Principal MTSS Team	PBIS notifications	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	150.00
Purchase of additional promethean board for added TK class to help engage students in	August	Principal, site tech		4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	4321.20

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
early literacy, social emotional learning, and math skills.						
Purchase of outdoor seating for reading garden	Fall	principal and PTA	Will be split with PTA	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	1513.55
Creation of assembly crew (4th and 5th grade students) who will be responsible for reinforcement of ROAR message and school culture. This year the crew films stories at home and submits them to the principal for a digital video show each week.	August 2021-June 2022	Principal	Students to serve as an assembly crew.	None Specified	None Specified	
Principal will monitor teachers teaching procedures to the students in their classes. A check off was developed so that teachers were held accountable for new procedures under health and safety guidelines.	August 2017-June 2018	Principal	Accomplished through walk-through observations, evaluation sessions, and monitoring. Additionally all teachers submit a slip letting us know that they have taught a targeted behavior.	None Specified	None Specified	
Weekly Bobcat assemblies	August -June	Principal Teachers	A Banyan tradition is a weekly assembly on the quad. If necessary, we have a plan to take the assemblies digital

While there is little to no costs associated-- some set aside for any small costs | 4000-4999: Books And Supplies | 0010 | 100 |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participation in Ït Starts with Hello" 4th and 5th graders will be trained to run this program.	September 2021 June 2022	Principal Lead Teacher Teachers	5th graders came to welcome younger students (safely from a distance) on the non-overlap days and helped them find their classrooms since parents could not accompany them.	None Specified	None Specified	
Funding for conferences addressing PBIS or SEL	September 2019-June 2020	Principal Teachers	Funding for proposed county workshops	5000-5999: Services And Other Operating Expenditures	0010	500
Additional hours for campus supervisors which assists with safety. Students feel more secure when there is someone to report problems to at recess.	all year	CSA	We will go over our allocation significantly this year.	2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	2,031.51
SCHOOL SPONSORED ACTIVITIES/PROGRAMS Student leadership Spirit days GATE lunch bunch Patriotic Assembly Halloween Parade Biz-Baz Event Family Reading Night Career Day Grade level virtual field trips Report card reward parties inclusive schools week Kindness week Abilities awareness Hispanic Heritage Month Black History Month Women in History Indigenous Culture Awareness Great Kindness Challenge Roots and Shoots Club Other board recognized months	Throughout year	Principal Teachers Parents General Staff	most events are PTA funded- some additional funding for some school sponsored events.	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
* A variety of classroom/student engagement activities						
Weekly emails from principal with activities	August -June	Principal Specialists Teachers	Weekly e-mails sent on Sundays	None Specified		
Sanford Harmony	August -June	Counselor Teachers	Counselor presents weekly Sanford Harmony social emotional needs lesson to support all learners during this difficult time. Teachers present these lessons and post the videos on their canvas site.	None Specified	General Fund	
PTA to sponsor events.	September -June	Principal Parents School funding is for sub for Teacher rep to PTA executive board meetings (split with PTA)	Sponsored Events • Art of the Masters • Music and Dance programs PTA sponsored student assemblies Talent Show Fun Run 'Red Ribbon Week Family Dance Carnival Family Science Night Family Art Night	1000-1999: Certificated Personnel Salaries	0010	743.00
Roar Rewards	August -June	Principal, Teacher	To encourage school culture and participation, monthly rewards will be offered to students participating	4000-4999: Books And Supplies	0010	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Banyan is known throughout the area for being wonderful neighborhood school. A good deal of this is because of the environment that we create for our families.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Social emotional learning is a moving target. We do our best to predict the needs of students but adjust as needed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes--------

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes--------

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes--------

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Goal 3

By June 2022, we will decrease the achievement gap between students in our student groups (ELD, SWD, and SED students) as evidenced by:
1) An increase in 5% of students who are reclassifying fluent English proficient.
2) An increase in the number of SWD and EL Students who are meeting or exceeding standards as evidenced by IXL, report cards and benchmark data.

We will develop a comprehensive intervention plan that meets the needs of these students while minimizing the time students are out of class (missing first teaching) and a plan that tracks data efficiently.

Identified Need

Currently, there is a discrepancy between the achievement of our student groups and unduplicated students. We need to increase time in research based interventions, increase student time in the general education setting (LRE), and systematically monitor progress of students. Closures/ academic impacts of COVID seemed to disproportionately affect our identified student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants and Imagine learning Data	Students in targeted groups will be in targeted research based interventions where we will track their growth on standards over time.	Students will show growth in the standards.
ELPAC data/ other data in Ellevation	EL Student ELPAC scores will increase to indicate readiness to reclassify to fluent English proficient.	More students will be ready to reclassify
CAASP/ Benchmark Data	Baseline tells us that targeted groups perform much lower than other students (as much as a 40% difference). These changes will decrease this achievement gap without affecting the excellent progress of our non-duplicated groups, but rather help our sub-populations preform at the same levels Our 2019 CAASP data gives us the following baseline: General Population- Blue indicator-- 39.6 points above standard ELD students-- Yellow indicator-- 49.3 points below standard SED students- yellow indicator 2--7.2 points below the standard SWD-- no color indicated because of size of population-- 31 points below the standard We hope to see an increase in 4 levels in Lexia. We also expect all students to be in the grade level band in IXL or make significant progress towards this goal (improvement of more than 100 points from August to June) For Imagine Learning:	An increase in performance by students who are in significant subgroups including SWD, ELD, and SED students. We would like to see each targeted group improve 10 points in this next year and be at standard by 2024.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Imagine Learning: 3-5th Language & Literacy Implementation Target is 60 minutes a week for 20 weeks in order to demonstrate significant growth. Literacy Benchmark • For 3rd Grade the expected learning growth is 771 Benchmark Score Units after completing an average total of 20 hours (the number of lessons vary) in one school year • For 4th Grade the expected learning growth is 351 Benchmark Score Units after completing an average total of 20 hours (the number of lessons vary) in one school year • For 5th Grade the expected learning growth is 249 Benchmark Score Units after completing an average total of 20 hours (the number of lessons vary) in one school year	
Teacher observation	There is a district and school initiative to become fluent in UDL practices to help remove barriers to education for students in our student groups including SWD, ELL, and SED..	Teachers will develop more strategies for helping students.
Lexia data	We hope to see an improvement of one grade level for students who participate in this program.	Students will log in for 20 minutes 4X per week to work on targeted reading skills.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IXL data	We hope to see students show AT least one years growth from their baseline score.	Students who participate in IXL will log 20 minutes 1-5 times a week.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention to support our EL students in all academic areas to build language skills and comprehension.	Oct, 2020- May 2021	Principal Teachers Specialists Instructional Aides ELD Paraprofessional MTSS Team	Intervention Specialist	1000-1999: Certificated Personnel Salaries	0010	2942.72
			Intervention- LEXIA	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	1474.87
			Intervention- Designated ELD- TBD	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	1508.33
Books that support UDL instruction	Aug, 2020-June 2021	Teachers Specialists	resource books for teachers	4000-4999: Books And Supplies	ESSER III - Learning Loss	500
Ongoing data analysis of English Language Development to inform instruction for both intervention and acceleration.	Aug. 2017-June 2018	Principal ELD Coordinator Facilitator Paraprofessional Teachers Specialists Aides	CAASPP, ELPAC, benchmark, and other local data will be used.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	3423.36
Principal will monitor use of teaching strategies to improve language and literacy through observations. Strategies will be shared at staff meetings.	Aug. 2019-June 2020	Principal Teachers	Formal and informal observations	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bus supervision and assistance for our EL/SED students.	Jan. 2019-June 2020	Principal Office Manager Campus Supervisor	Assistance/Supervision/Safety campus supervisor	2000-2999: Classified Personnel Salaries	0TRM	2075.24
Teacher Release- Data Analysis to inform instruction	October 2019-May 2020	Teachers	pay for teachers- during free time or sub coverage for a cohort to look at data.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	1120.66
Additional support time/ Intervention for K ELD/ SDS students.	January 2018-June-2018	Principal Student Support Services Teachers Intervention Specialist/ Parapro	Intervention and assistance	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	2887.00
Celebrate inclusion (all the time) but especially during inclusion week	November 2020	Principal Teachers Counselor SEDAC rep	Creating an inclusive environment will help all students feel more comfortable so that they can focus on learning goals.	None Specified		
Purchase educational technology for students who require it to universally design their learning.	September 2019-2020	Principal Case Manager Teacher Parent	using google texthelp and other software that can assist students with print disabilities or difficulties.	4000-4999: Books And Supplies	0TRM	750
Host an annual abilities awareness week to help students be more aware of disabilities and how they impact their peers	January 2020	Principal Parents Teachers	PTA funded			
Purchase Leveled Readers, computer based learning (ELA) and other materials for ELD students to help build reading comprehension on high interest texts that build academic vocabulary and deepen	October 2020-June 2021	Principal Teachers Academic Specialists	books and supplies	4000-4999: Books And Supplies	0TRM	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
background knowledge.						

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We made some adjustments to this goals--stakeholders want to keep this goal. We have some specific ideas to improve further this year. We did see growth on ELPAC and hope to see that transfer to growth on benchmark exams as well.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Learning Loss Goal

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes --------

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes --------

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Goal 4

The Banyan staff will address learning loss that was an unfortunate outcome of school closures, limited ability to run mixed class intervention groups, and staffing shortages. Additionally, it is our goal to address the learning gap that exists between our significant subgroups (SWD (students with disabilities) and EL (English Learner) students) and the general school population. It is our core belief that all students can learn and show progress towards the standards.

We will identify prerequisite tests, intermediate steps and checks throughout the year, culminating in a benchmark or cumulative test that will measure gained learning.
TK 2- will use individual assessments. We will monitor both significant subgroups and general population scores as indicated by report card marks for essential standards.

3-5 will use IXL arena to identify and address needs. We will take a staff meeting during each trimester to look at results and identify trends and struggling students.

Identified Need

Students with disabilities, English Learners, and socio-economically disadvantaged students seemed to have been disproportionately impacted by learning loss. Percentages below indicate percentage of students who met or exceeded grade level standards as evidenced by individual assessments in K-2 and CAASP testing in 3-5

Kindergarten   Language Arts 94% All Students   43% English Learners   100% SWD
Math   96% all students   71% EL   100% SWD
1st Grade   Language Arts 89% all Students   57% (EL)   50% SWD
Math   84% all students   43% (EL)   50% SWD
2nd Grade   Language Arts 90% all students   33% (EL)   50% SWD
Math   86% all Students   67% EL   50% SWD
3rd Grade   Language Arts   75% all students   43% EL   56% SWD
Math   73% all students   13% EL   56% SWD
4th Grade   Language Arts   82% all students   13% EL   44% SWD
Math   66% all students   14% EL   50% SWD
5th Grade   Language Arts   73% all students   13% EL   33% SWD
Math   62% all students   0% EL   33% SWD

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEE ABOVE		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Inservice on intersection of UDL, DEI, and SEL. Focus on first teaching	August- June	Principal District Leadership	Costs are minimal and are for supplies, copying etc	4000-4999: Books And Supplies	0010	100
UDL walkthroughs	November-June	Principal, Teachers	Teachers will be released to observe UDL practices in other people's rooms.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	2,100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Para Professional support in classrooms	September- May	Principal, academic specialists, teachers	Intervention specialist 1	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	3620.75
			Intervention specialist 1	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	3,017.88
			Intervention specialist 1	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	3,231.73
			Same specialists	2000-2999: Classified Personnel Salaries	0010	5000
Time with UDL/Intervention TOSA to look at best practices and improve strategies for teaching and learning.	August-June	Principal, TOSA, Credentialed Academic Specialist and Teachers	No site cost associated	None Specified	None Specified	0
Teacher Release time to identify students who need support and develop targeted intervention.	by June 2018	Principal, Teachers	Teacher Release	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	4,475.44

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

New Goal

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English/Language Arts- Reading

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes-------

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes-------

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Goal 5

All Banyan students will show growth in reading comprehension.

In TK-1 we will focus on the prerequisite decoding skills.
In 2-3 we will develop strategies for comprehension and focus on fluency in reading.
In 4-5 we will demonstrate in depth understanding of books at our instructional level.

We will continue to focus on all students being able to achieve and assist our English Learners (EL) and Students with Disabilities (SWD) in closing that achievement gap by universally designing instruction and providing quality research based intervention as appropriate. We will continue to focus on quality first instruction for ALL learners.

Identified Need

SRI data indicates that about 10-20% of Banyan students are falling below grade level in reading comprehension.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IXL Arena	We will monitor IXL reading levels per grading period to show which students are not meeting expectations in 3-5th grade.	We would like to see 85% of students consistently meeting grade level comprehension goals.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Targeted reading intervention	September-June.	Principal, intervention team, teachers	Salary for academic specialist- Credentialed reading - combined with goals 1& 3.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	2,292.10
Purchase of leveled readers for primary grades	Fall	Principal, primary lead teacher	High interest books for 1st graders to practice skills	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	509.44
Purchase of kinder decodable readers	Fall	Principal, IMT, kinder team	decodable texts for early literacy	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	193.76
Purchase of headphones for UDL- students who need to listen to boost comprehension	September and as needed after	Principal		4000-4999: Books And Supplies	ESSER III - Learning Loss	500
Teacher release time for individual assessment and data analysis.	At grading periods	Principal, Teachers	sub pay	1000-1999: Certificated Personnel Salaries	0TRM	14804.76

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$82,159.72

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
0010	$10,385.72
0080	$640.00
0860	$2,520.00
0TRM	$18,630.00
4EEF	$500.00
ESSER III - Learning Loss	$32,242.00
ESSER III - Other Allowable Uses	$17,242.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $82,159.72

Total of federal, state, and/or local funds for this school: $82,159.72

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
0080	640.00	0.00
0TRM	18630.00	0.00
0860	2520.00	0.00
4EEF	500.00	0.00
ESSER III - Learning Loss	32,242.00	0.00
ESSER III - Other Allowable Uses	17,242	0.00
0010	10,385.72	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	10,385.72
0080	640.00
0860	2,520.00
0TRM	18,630.00
4EEF	500.00
ESSER III - Learning Loss	32,242.00
ESSER III - Other Allowable Uses	17,242.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	40,537.57
2000-2999: Classified Personnel Salaries	25,858.98
4000-4999: Books And Supplies	13,763.17
5000-5999: Services And Other Operating Expenditures	500.00

None Specified	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	3,685.72
2000-2999: Classified Personnel Salaries	0010	5,000.00
4000-4999: Books And Supplies	0010	1,200.00
5000-5999: Services And Other Operating Expenditures	0010	500.00
4000-4999: Books And Supplies	0080	640.00
2000-2999: Classified Personnel Salaries	0860	2,520.00
1000-1999: Certificated Personnel Salaries	0TRM	14,804.76
2000-2999: Classified Personnel Salaries	0TRM	2,075.24
4000-4999: Books And Supplies	0TRM	1,750.00
None Specified	4EEF	500.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	14,774.55
2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	14,232.23
4000-4999: Books And Supplies	ESSER III - Learning Loss	3,235.22
	ESSER III - Other Allowable Uses	1,000.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	7,272.54
2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	2,031.51
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	6,937.95
None Specified	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,022.42
Goal 2	10,609.26

Goal 3	17,682.18
Goal 4	21,545.80
Goal 5	18,300.06

School Site Council Membership and Assurances

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

The (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Allison Kennedy	Principal
	Parent or Community Member
	Parent or Community Member
Rebecca Herbert	Classroom Teacher
Melissa Ajzmundt	Classroom Teacher
Jennifer Fisher	Classroom Teacher
Chris Okun	Other School Staff
	Parent or Community Member
Lisa Soury	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::

Signature	**Committee or Advisory Group Name**
(signature)	District Advisory Committee Representative
(signature)	English Learner Advisory Committee Representative
(signature)	Gifted and Talented Education Program Advisory Committee Representative
(signature)	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
(signature)	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: .

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/16/20.

Attested:

(signature)	Principal, Allison Kennedy on 8/31/22
(signature)	SSC Chairperson, Erin Botsford on 8/31/22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity
Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity
For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review
In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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